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ABSTRACT

This document presents 10 released items from the Health/Physical Education Missouri Assessment Program (MAP) test given in the spring of 2000 to ninth graders. Items from the test sessions include: selected-response (multiple choice), constructed-response, and a performance event. The selected-response items consist of individual questions followed by four or five response options, one of which is correct. The constructed-response items require students to construct appropriate responses to questions asked. The performance event includes a series of constructed-response items relating to a specific scenario. These items provide insight into students' ability to apply knowledge in different situations. Materials also include scoring guides and anchor papers for the constructed-response items and performance event. Anchor papers were selected from student papers that were scored by a group of Missouri teachers. They represent the different points possible as established by the scoring guides. Annotations shown with each paper explain the reasons for assigning indicated scores. Items for the Health/Physical Education MAP are organized around nine topics/themes: Body Systems, Consumer Health, Disease Prevention and Control, Physical and Mental Health, Life Management Skills, Nutrition, Physical Fitness and Movement, Safety and Emergency Responses, and Tobacco, Alcohol, and Other Drug Prevention. (SM)

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RELEASED ITEMS

Missouri Assessment Program (MAP)
High School Health/Physical Education
Spring 2000
Grade 9

Document Contents:

From Test Booklet
Session 1-Items 3, 6, 19, 27, and 28
Session 2-Items 6, 12, 16, 17, and 18

Scoring Guides
Session 1-Items 3, 6, 19, 27, and 28
Session 2-Items 6, 12, 16, 17, and 18

Anchor Papers for Constructed-Response Items
Session 1-Items 19 and 28
Session 2-Items 6, 16, 17, and 18

Missouri Department of Elementary and Secondary Education

SP04 0224

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Introduction

This document presents ten released items from the Health/Physical Education MAP (Missouri Assessment Program) test given in the spring of 2000 to ninth-grade students in districts that volunteered to administer the test. A variety of items are included from Sessions 1 and 2: selected-response (multiple-choice), constructed-response, and a performance event. The Health/Physical Education MAP consists of three sessions to be administered in two class periods, with sessions 2 and 3 to be given during the same class period.

The **selected-response** items consist of individual questions, each of which is followed by four or five response options, one of which is correct.

The **constructed-response** items require students to construct an appropriate response to the question asked.

The **performance event** consists of a series of constructed-response items that relate to a specific scenario. These items provide insight into a student's ability to apply knowledge in different situations.

Materials also include scoring guides and anchor papers for the constructed response items and the performance event. Anchor papers were selected from student papers that were scored by a group of Missouri teachers. The anchor papers represent the different points possible as established by the scoring guides. Student work was evaluated against these anchor papers to help determine appropriate student scores. Annotations (in boxes) are shown with each anchor paper to explain the reasons for assigning the indicated score.

Items for the Health/Physical Education MAP are organized around the following nine topics or themes.

Body Systems
Consumer Health
Disease Prevention and Control
Physical and Mental Health
Life Management Skills
Nutrition
Physical Fitness and Movement
Safety and Emergency Responses
Tobacco, Alcohol and Other Drug Prevention

Items in the Health/Physical Education MAP address the following seven Show-Me Content Standards:

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of:

1. structures of, functions of, and relationships among human body systems,
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management),
3. diseases and methods for prevention, treatment and control,
4. principles of movement and physical fitness,
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use),
6. consumer health issues (such as the effects of mass media and technologies on safety and health),
7. responses to emergency situations.

Items in the Health/Physical Education MAP address the Show-Me Process Standards, including, *but not limited to*:

1.10 apply acquired information, ideas and skills to different contexts…,
3.5 reason inductively from a set of specific facts and deductively from general premises,
4.5 develop, monitor and revise plans of action to meet deadlines and accomplish goals,
4.7 identify and apply practices that preserve and enhance the safety and health of self and others.

GRADE 9

FROM TEST BOOKLET

Session 1-Items 3, 6, 19, 27, and 28

Session 2-Items 6, 12, 16, 17, and 18

3 **The best way for most people to get the nutrition they need to stay healthy is to:**

A. take vitamins every day
B. eat foods from each food group
C. drink a glass of water with every meal
D. eat mostly foods that have few calories

6 **Which of these is the best way to respond to an injury involving severe bleeding?**

A. wash the wound and apply a bandage
B. apply a bandage and heat to the wound
C. call for emergency assistance and apply pressure to the wound
D. put antibiotic cream on the wound and call for emergency assistance

19 **What are the three main parts of the nervous system?**

1. _____
2. _____
3. _____

27 **Kevin monitors his fitness program by taking a fitness test. Which of these would test Kevin's aerobic fitness?**

A. Pull-ups
B. Mile Run
C. Sit and Reach
D. Body Mass Index

28 **On a hot, humid day, Alice decides to run several miles at her normal, high intensity. Near the middle of her run, she collapses.**

Give three ways she could have avoided this situation and still have exercised that day.

1. _____

2. _____

3. _____

6 **Describe two ways that drinking alcohol can affect your thinking and decision making.**

1. _____

2. _____

12 **Which of these types of information is included on the Nutrition Facts panel food label?**

A. how much fat is in the food
B. the quantity of each ingredient in the food
C. why the food is good for you
D. what the government thinks of the food

HEALTHY HEART

Andy has several family members who suffer from cardiovascular disease. Andy's uncle, at age 40, was recently diagnosed with heart disease. The family doctors have expressed concern for the overall health of the family.

16 **Give two symptoms Andy's uncle might have experienced that would have alerted him that he has heart disease.**

1. _____

2. _____

17 **Andy's uncle is in a high-stress job. His uncle knows that stress can be a risk factor for heart disease. He has asked Andy to help him lower his stress level.**

What are three stress management techniques that Andy could suggest?

1. _____

2. _____

3. _____

18 **Andy understands that he does not have control over a hereditary tendency toward heart disease. However, he knows that there are two important practices—besides stress management—that can reduce his risk of cardiovascular disease. List these two practices**

Practice 1: _____

Practice 2: _____

Give one healthy goal Andy could work toward for each practice listed above.

Goal for practice 1: _____

Goal for practice 2: _____

GRADE 9

SCORING GUIDES

Session 1-Items 3, 6, 19, 27, and 28

Session 2-Items 6, 12, 16, 17, and 18

Session 1 -Item 3: Correct Answer: B-*eat foods from each food group*

Content Standard
HP 2 principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)

Process Standard
1.10 apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

Session 1-Item 6: Correct Answer: C-*call for emergency assistance and apply pressure to the wound*

Content Standard
HP 7 responses to emergency situations

Process Standard
4.7 identify and apply practices that preserve and enhance the safety and health of self and others

Session 1-Item 19: 3 Possible Score Points

Content Standard
HP 1 structures of, functions of, and relationships among human body systems

Process Standard
1.10 apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

Key Elements:

- brain
- nerves
- spinal cord

Score Points:
3 points = 3 key elements
2 points = 2 key elements
1 point = 1 key element
0 points = other

Session 1-Item 27: Correct Answer: B-*Mile Run*

Content Standard
HP 4 principles of movement and physical fitness

Process Standard
1.10 apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumer

Session 1-Item 28: 3 Possible Score Points

Content Standard
HP 4 principles of movement and physical fitness

Process Standard
4.7 identify and apply practices that preserve and enhance the safety and health of self and others

Key Elements:

- drink enough fluids/hydrate herself before running
- run on level ground
- run more slowly/at a lower intensity
- run at a different time/early in the morning/late at night/ when the weather is cooler
- run a shorter distance
- have a physical before starting an exercise program
- select an alternative exercise/environment

Score Points:
3 points = 3 key elements
2 points = 2 key elements
1 point = 1 key element
0 points = other

Session 2-Item 6: 2 Possible Score Points

Content Standard
HP 5 methods used to assess health, reduce risk factors and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)

Process Standard
1.10 apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumer

Key Elements:

- can cause you to make wrong decisions/risk your health/ risk your safety/break the law/risk memory loss
- lose self-respect/respect of other people
- intensifies your emotions
- can make you feel invincible/lowers inhibitions
- slows your reaction time

Score Points:
2 points = 2 key elements
1 point = 1 key element
0 points = other

Session 2-Item 12: Correct Answer: A- *how much fat is in the food*

Content Standard:
HP 6 consumer health issues (such as the effects of mass media and technology on safety and health issues)

Process Standard:
1.10 apply acquired information and ideas and skills to different contexts as students, workers, citizens and consumers

Session 2-Item 16: 2 Possible Score Points

Content Standard
HP 3 diseases and methods for prevention, treatment and control

Process Standard
1.10 apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

Key Elements:

- chest pains/crushing pain
- pain spreading to arms/shoulders/neck/jaw/ numbness or tingling in arms and hands
- sweating
- severe shortness of breath
- extreme weakness/dizziness/fainting
- bluish color of skin or lips
- nausea/vomiting
- irregular/too rapid pulse
- tiredness

Score Points:
2 points = 2 key elements
1 point = 1 key element
0 points = other

Session 2-Item 17: 3 Possible Score Points

Content Standard
HP 3 diseases and methods for prevention, treatment and control

Process Standard
3.2 develop and apply strategies based on ways others have prevented or solved problems

Key Elements:

- relaxation techniques
- participate in regular physical activities
- hobby/read/music
- rest/vacation/sleep
- seek support from friends/family/physician/counselor/ writing it down (journalizing)
- time management
- goal-setting skills
- get a new job/talk to the boss about ways to modify his job

Score Points:
3 points = 3 key elements
2 points = 2 key elements
1 point = 1 key element
0 points = other

Session 2-Item 18: 4 Possible Score Points

Content Standard
HP 3 diseases and methods for prevention, treatment and control

Process Standard
4.7 identify and apply practices that enhance the safety and health of self and others

Key Elements:
Practices *(maximum two):*

- exercise
- weight management/proper diet
- no smoking
- alcohol in moderation
- regular check-ups/physical

Goals *(maximum two):*

- exercise: exercise program that has aerobic activities/jogging/bicycling/etc., at least three times a week
- weight management/proper diet: eat a balanced diet/low fat diet/less or no junk food/less or no fastfood
- no smoking: don't start smoking/avoid situations where there is smoking/quit smoking
- alcohol: don't drink until legal age/don't start drinking/limit alcohol consumption as an adult
- regular check-ups: have an annual physical/treatment/medication

Score Points:
4 points = 4 key elements
3 points = 3 key elements
2 points = 2 key elements
1 point = 1 key element
0 points = other

GRADE 9

ANCHOR PAPERS FOR
CONSTRUCTED-RESPONSE ITEMS

Session 1-Items 19 and 28

Session 2-Items 6, 16, 17, and 18

19 What are the three main parts of the nervous system?

1. Nerves
2. Spinal cord
3. brain

Score Point 3
Doc ID# 173136
3 Key Elements
- nerves
- spinal cord
- brain

19 What are the three main parts of the nervous system?

1. Brain
2. Nerves
3. Muscles

Score Point 2
Doc ID# 106467
2 Key Elements
- brain
- nerves

19 What are the three main parts of the nervous system?

1. Brain
2. Heart
3. Muscles

Score Point 1
Doc ID# 140976
1 Key Elements
- brain

19 What are the three main parts of the nervous system?

1. arteries
2. blood
3. cells

Score Point 0
Doc ID# 140985
No Key Elements

28 On a hot, humid day, Alice decides to run several miles at her normal, high intensity. Near the middle of her run, she collapses.

Give three ways she could have avoided this situation.

1. Not ran so hard
2. drank plenty of water
3. Not run so far

Score Point 3
Doc ID# 100629
3 Key Elements
- run with less intensity
- drink of water
- run less distance

28 On a hot, humid day, Alice decides to run several miles at her normal, high intensity. Near the middle of her run, she collapses.

Give three ways she could have avoided this situation.

1. begin at low or medium intensity
2. drink water before, during and after activities
3. run with someone

Score Point 2
Doc ID# 102589
2 Key Elements
- run with less intensity
- drink water
- not a valid key element

28 On a hot, humid day, Alice decides to run several miles at her normal, high intensity. Near the middle of her run, she collapses.

Give three ways she could have avoided this situation.

1. brought water w/her
2. got nutrients before she left
3. had a wet towel around her neck

Score Point 1
Doc ID# 106239
1 Key Elements
- drink water
- not a key element
- not a valid key element

28 On a hot, humid day, Alice decides to run several miles at her normal, high intensity. Near the middle of her run, she collapses.

Give three ways she could have avoided this situation.

1. By eating low fat foods
2. with high carbohydrates
3. and not overextending herself

Score Point 0
Doc ID# 173883
No Key Elements
- nutrition not a valid key element
- nutrition not a valid key element
- vague

6 **Describe two ways that drinking alcohol can affect your thinking and decision making.**

1. effects your judgement
2. slows your reaction time

Score Point 2
Doc ID # 140919
2 Key Elements
>judgement
>reaction time

6 **Describe two ways that drinking alcohol can affect your thinking and decision making.**

1. You will not think wisely
2. You will make decisions wrong because you have been drinking

Score Point 1
Doc ID# 109234
1 Key Elements
- make wrong decisions
- both responses basically say the same thing

6 **Describe two ways that drinking alcohol can affect your thinking and decision making.**

1. It will kill your Brain cell
2. And you can't think

Score Point 0
Doc ID# 108269
No Key Elements
- doesn't answer question
- too vague – doesn't go far enough

16 **Give two symptoms Andy's uncle might have experienced that would have alerted him that he has heart disease.**

1. chestpains
2. hard-to-breathe

Score Point 2
Doc ID# 135044
2 Key Elements
- chest pain
- shortness of breath

16 **Give two symptoms Andy's uncle might have experienced that would have alerted him that he has heart disease.**

1. High Blood Pressure
2. trouble Breathing

Score Point 1
Doc ID# 100750
1Key Elements
- high blood pressure not a key element
- trouble breathing = shortness of breath

16 **Give two symptoms Andy's uncle might have experienced that would have alerted him that he has heart disease.**

1. high stress
2. not a good diet or exercize

Score Point 0
Doc ID# 143912
No Key Elements
- neither is a symptom or key element

17 Andy's uncle is in a high-stress job. He knows that stress can be a risk factor for heart disease. He has asked Andy to help him lower his stress level.

What are three stress management techniques that Andy could suggest?

1. Rest and Relax
2. read a book
3. talk to others about his feelings.

Score Point 3
Doc ID# 102401
2 Key Elements
- #1 has two key elements
- key element
- key element

17 Andy's uncle is in a high-stress job. He knows that stress can be a risk factor for heart disease. He has asked Andy to help him lower his stress level.

What are three stress management techniques that Andy could suggest?

1. Try not to worry as much.
2. Take a relaxing walk each day.
3. Do something he enjoys, like reading or something.

Score Point2
Doc ID# 106247
2 Key Elements
- not worry is not specific enough
- exercise
- hobby

17 **Andy's uncle is in a high-stress job. He knows that stress can be a risk factor for heart disease. He has asked Andy to help him lower his stress level.**

What are three stress management techniques that Andy could suggest?

1. Sleep more
2. eat healthy
3. take vitamins

Score Point 1
Doc ID# 144984
1 Key Elements
- more rest
- diet and vitamins are not in rubric

17 **Andy's uncle is in a high-stress job. He knows that stress can be a risk factor for heart disease. He has asked Andy to help him lower his stress level.**

What are three stress management techniques that Andy could suggest?

1. Calm down
2. don't get upset over little things
3. slow down

Score Point 0
Doc ID# 108511
No Key Elements
- explanation is not close enough to key element
- explanation is not close enough to key element
- "slow down" is too vague

18 Andy understands that he does not have control over a hereditary tendency toward heart disease. However, he knows that there are two important practices, besides stress management, that can reduce his risk of cardiovascular disease. List these two practices.

1. Eating correctly
2. Exercising regularly

Give one specific goal Andy could work toward for each practice listed above.

Goal for practice 1: Eat the right amount of food from the right food groups, daily.

Goal for practice 2: To get to the gym and work out 3 times a week for 30-45 minutes

Score Point 4
Doc ID# 143018
4 Key Elements
2 correct practices
- proper diet
- exercise

2 appropriate goals
- balanced diet
- exercise program

18 Andy understands that he does not have control over a hereditary tendency toward heart disease. However, he knows that there are two important practices, besides stress management, that can reduce his risk of cardiovascular disease. List these two practices.

1. Eat right
2. Exercise

Give one specific goal Andy could work toward for each practice listed above.

Goal for practice 1: Keep a healthy diet

Goal for practice 2: exercise 2 times a day

Score Point 3
Doc ID# 137084
3 Key Elements
2 correct practices
- proper diet
- exercise

1 appropriate goal
- first goal not specific (repeats practice 1)
- exercise program

18 Andy understands that he does not have control over a hereditary tendency toward heart disease. However, he knows that there are two important practices, besides stress management, that can reduce his risk of cardiovascular disease. List these two practices.

1. eating properly
2. getting plenty of rest

Give one specific goal Andy could work toward for each practice listed above.

Goal for practice 1: have three balanced meals a day

Goal for practice 2: go to bed at a certain time every night.

Score Point 2
Doc ID# 133509
2 Key Elements
1 correct practice
- proper diet
- second response is related to stress management

1 appropriate goal
- daily balanced diet
- invalid response

18 Andy understands that he does not have control over a hereditary tendency toward heart disease. However, he knows that there are two important practices, besides stress management, that can reduce his risk of cardiovascular disease. List these two practices.

1. go to a therapist
2. do daily exercises

Give one specific goal Andy could work toward for each practice listed above.

Goal for practice 1: eat healthy foods

Goal for practice 2: get enough sleep

Score Point 1
Doc ID# 102015
1 Key Element
1 correct practice
- not a valid practice
- exercise

No appropriate goals
- inappropriate response
- Inappropriate response

18 Andy understands that he does not have control over a hereditary tendency toward heart disease. However, he knows that there are two important practices, besides stress management, that can reduce his risk of cardiovascular disease. List these two practices.

1. be prepared for if he has a heartattack.
2. keep some kind of info on you to let people know you have a heart problem

Give one specific goal Andy could work toward for each practice listed above.

Goal for practice 1: have emergacy # for if he was to have a heart attack.

Goal for practice 2: get a neckles that says you have a heart condition

Score Point 0
Doc ID# 106239
No Key Elements
1 correct practice
- responses not related to reducing risk of heart disease